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ABSTRACT

This document presents helpful suggestions (tips) for tutors. Introductory material indicates the purposes and commitment involved in tutoring. Suggestions are categorized according to general, first session, later sessions, tutoring reading, and tutoring arithmetic. Several approaches to aid a tutor-study partner relationship are included. (MJM)

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[illegible]

1. The first step is to identify the key components of the system. This includes understanding the hardware, software, and data involved.

CONCLUSION

"I hope that you will take a long time to read this and really try."

Ms. Helen L. Murphy

Tutoring is essentially a "trial and error" method of gaining experience; the interpersonal relationship is a vital part of the working relationship. In this relationship there is no "right" or "wrong" way to do it. The most important skill is to be able to help someone who is developing a skill while working with a student. The most important skill helps you and the student will be encouraged to learn and do it. Tutoring tips presented here are suggestions for students which other tutors have found helpful. They are intended to serve as a guide to you in your work. They will be valuable only to the extent that you use and test them for yourself.

PRINCIPLES OF TUTORING:

1. To supplement institutional resources and improve the performance of the student-partner.
2. To increase the student-partner's self-confidence by furthering his or her progress to achieve.
3. To assist the student through his or her contact with a concerned faculty member.

Remember that Tutoring is not teaching. Tutoring is providing additional assistance and support. Tutoring is not a substitute for the student's own efforts. Tutoring is not a replacement for the student's own efforts. Tutoring is not a replacement for the student's own efforts.

CONCLUSION: Tutoring is not a dedicated commitment. Please do not expect that you will be able to do this without a commitment. Failure to accept the responsibility for the student's progress and for the student's progress, and for the student's progress in both his internal and external progress.

GENERAL TIPS:

1. Reliance on yourself.
2. Please do not expect that you will be able to do this without a commitment. Failure to accept the responsibility for the student's progress and for the student's progress, and for the student's progress in both his internal and external progress.

TECHNIQUE 4

When students are working on a task, the teacher should be able to identify the student who is having the most difficulty with the task.

- a. If a student is having difficulty with a task, the teacher should:
 1. Observe the student's work and determine if the student is using appropriate strategies.
 2. If the student is using appropriate strategies, the teacher should provide additional support and encouragement.
 3. If the student is not using appropriate strategies, the teacher should provide additional support and encouragement.
 4. If the student is not using appropriate strategies, the teacher should provide additional support and encouragement.

TIPS FOR IMPLEMENTING

1. If the student is having difficulty with a task, the teacher should observe the student's work and determine if the student is using appropriate strategies.
2. If the student is using appropriate strategies, the teacher should provide additional support and encouragement.
3. If the student is not using appropriate strategies, the teacher should provide additional support and encouragement.
4. If the student is not using appropriate strategies, the teacher should provide additional support and encouragement.

TIPS FOR IMPLEMENTING

1. Keep a record of the student's work.
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